DOCUMENT RESUME

EM 007 346

ED 031 944

By-Wigren, Harold E.

Using Instructional TV.

Elementary, Kindergarten and Nursery Education, Washington, D.C.

Note-6p.

Available from-Department of Elementary-Kindergarten-Nursery Education, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036

EDRS Price MF-$0.25 HC Not Available from EDRS.

Descriptors-Dial Access Information Systems, *Effective Teaching, Electromechanical Aids, *Elementary School Teachers, Instructional Aids, *Instructional Improvement, Instructional Technology, *Instructional Television, Multimedia Instruction, *Teacher Role, Teaching Methods, Television Teachers

Postulating that instructional television (ITV) is invaluable to the elementary school teacher, this leaflet likens the teacher to the medical practitioner. He diagnoses a learning problem and calls in 'experts' as required, by means of electronics--TV, radio, etc.--or books. ITV can complement teaching by stimulating and motivating learning, exposing the pupils to resources that are otherwise unavailable, reinforcing classroom experiences, saving the teacher valuable time by disseminating routine data rapidly, magnifying visual materials and demonstrations, increasing listening and observational skills, and promoting in-service education. ITV has its limitations, of course, but a teacher can overcome them with an imaginative approach that keeps his pupils constantly on their toes. (GO)

ED031944

ELEMENTARY INSTRUCTIONAL SERVICE
ELEMENTARY - KINDERGARTEN - NURSERY EDUCATION
A Department of the National Education Association

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

PROCESS WITH MICROFICHE AND PUBLISHER'S PRICES. MICROFICHE REPRODUCTION ONLY.

USING INSTRUCTIONAL TV

by Harold E. Wigren

How does instructional television (ITV) affect the role of the elementary teacher? Can it improve teaching? What are its limitations? How can it best be used? To help answer these questions and others, this leaflet has been prepared to present a brief explanation of the implications of ITV for elementary teachers and practical guidelines for the most effective use of ITV in the elementary school.

HOW DOES ITV AFFECT THE ROLE OF THE ELEMENTARY TEACHER?

Increasingly, the elementary teacher is becoming a diagnostician of the learning situation — one who knows when to provide children with a particular resource for help or when to bring into the classroom a specialist in a particular learning area. Thus the teacher's role today is emerging to be not wholly unlike that of the general internist who diagnoses the medical situation and prescribes the help of a specialist when needed. This specialist, in the case of education, might be on a tape stored in a central data or resource bank, on TV or radio at a given time, or even between the covers of a book!

EM007346

Teaching is thus becoming a shared responsibility, with a teaching team composed of an internist, specialists, auxiliary personnel, and resource materials. These are physically available not only in the individual school but from a central storage bank — and eventually from far-off places or institutions — brought electronically into the school, classroom, or home of the child.

Under this concept, the teacher has a very vital role as selector of learning opportunities, counselor and guide of individual learning, implementer, facilitator, evaluator, and mentor. This is a unique role, and the medium likewise has a unique function. The role of each will not always be the same. It will likely vary from subject to subject and from grade to grade, but together there is a partnership which is greater than either separately.

In reference to ITV, it has been said that 90 percent of the effectiveness of TV is due to the teacher. The teacher sets the climate and tone for its use. His attitude can either make or break it. Using ITV, as in using any other innovation, the teacher has a greater professional responsibility than ever before.

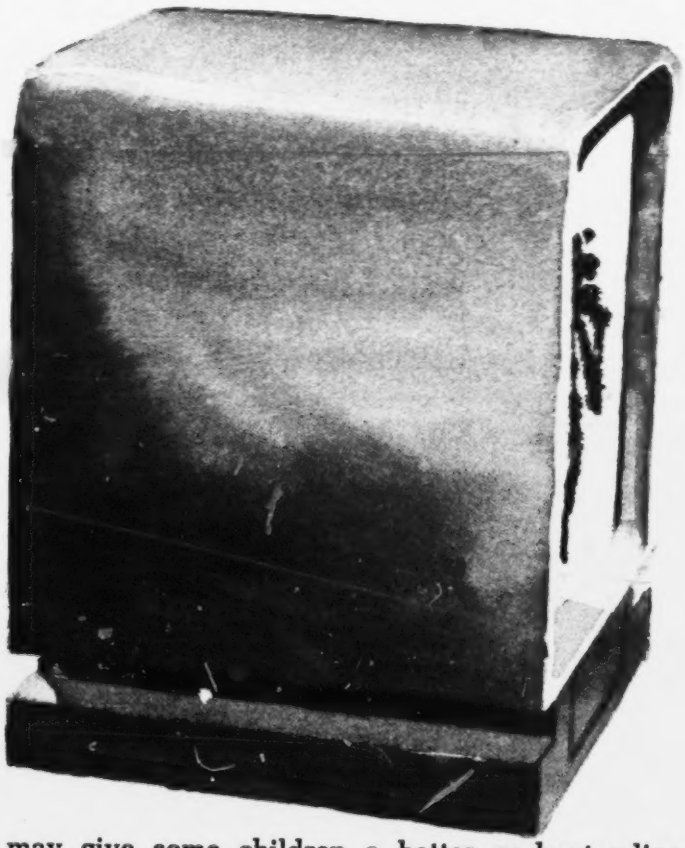
HOW DOES ITV COMPLEMENT TEACHING?

ITV can contribute to regular classroom learning in ways impossible to duplicate by any other method. It can — among other things — stimulate and motivate learning, expose the class to resources otherwise unavailable, reinforce classroom experiences, disseminate routine data compactly, magnify visual materials and demonstrations, increase listening and observational skills, and promote in-service education.

Stimulates and motivates learning. ITV can be an unparalleled exciter of learning, creating within the learner the desire to learn more about the subject or to do something about the information presented on the television screen. ITV can become a springboard for many worthwhile learning opportunities by getting the learners involved in the subject to be studied. Since ITV's greatest role is as a stimulator of learning, programs should be designed to make youngsters think. They should be provocative and promote inquiry and discovery. To do this, ITV programs should (a) uncover rather than cover the subject, (b) lead learners to the brink of a discovery so they can search out the answers for themselves, and (c) use techniques that are less, rather than more, like those of the traditional classroom.

Exposes class to resources otherwise unavailable. Television is able to bridge many physical and geographical barriers by displaying realia and artifacts that are hard to find, too delicate, or available only from museums or scientific laboratories. It also enables students all over the country to observe events taking place at the moment they happen. Because of this capacity, television has become a great distributor of resources and a great leveler of experience. ITV can also bring gifted teachers and specialists to every classroom, whether the learners are in remote and inaccessible rural areas or in suburbia; and homebound, hospitalized, and handicapped children who would be otherwise unreached can tune in on the classroom activities through ITV.

Reinforces classroom experiences. The resource person on ITV — the specialist-TV teacher — provides authoritative reinforcement for the classroom teacher. When the TV teacher reemphasizes what the classroom teacher has been saying, the pupils often give added weight to the concept and are most likely to put it in the proper perspective. Then, too, a different presentation of information



may give some children a better understanding than did the original presentation and may support it.

Disseminates routine data compactly. Unquestionably, ITV can assume much of the information-imparting function that the elementary teacher has often had to do alone. ITV can effectively present a great amount of material in a minimum period of time, allowing the teacher to use the time heretofore spent on routine data presentation to work more personally with the children as they make use of and build on their newly acquired knowledge. ITV also provides a change of pace for the learner and at the same time makes better use of the classroom teacher's time.

Magnifies visual materials and demonstrations. In your own school career how often did you miss seeing most of the science experiments just because you were not able to get a front-row seat? ITV can remedy such a situation and provide a more personal learning experience for every child in the room. This "close-up" feature of the medium promotes a feeling of intimacy between the student and the TV teacher, who seems to be talking just to him as they focus together on the subject at hand.

Increases listening and observational skills. ITV can help children learn to listen with a purpose, to acquire practice in weighing ideas, to distinguish fact from opinion, to recognize propaganda, and to evaluate what is heard or seen on the TV screen. Because of the nature of TV, information is presented in a tightly compact manner and with great rapidity, thus requiring the viewer to pay close attention in order to comprehend all the details.

Promotes in-service education. Every in-school telecast for students is also an in-service learning opportunity for the teacher. Therefore, most classroom telecasts are dual-purpose in nature. They provide one way of sharing ideas from class to class. Teachers tend to become better teachers when they see other good teachers at work. ITV also enables teachers to see new materials and resources used, not just displayed, and assists them in keeping abreast of new developments in methods and content.

WHAT ARE THE LIMITATIONS OF ITV?

Knowing the strengths of instructional television is not enough, however. Elementary educators must also consider certain limitations:

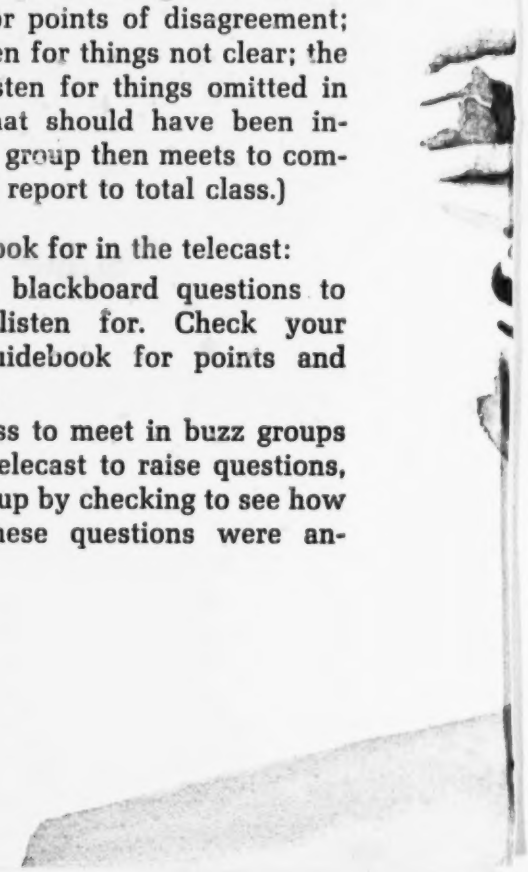
- ITV's rate of flow is fixed and constant. It cannot be slowed down for slow learners or speeded up for fast learners.
- ITV is primarily a one-way communications channel.
- ITV is difficult to adapt to the needs and interests of specific groups of learners.
- ITV is difficult to schedule to meet the time periods of all classes.
- ITV has suffered from attempting to present too much too fast for too many.
- ITV cannot easily provide individualized learning experiences.
- The student cannot ask the TV teacher to repeat something he does not understand as he can with his classroom teacher.

Many of these obstacles already have been solved. For example, two-way TV systems provide feedback. Random or dial access systems minimize problems in scheduling, pacing, and individualizing instruction. In addition, the classroom teacher can compensate for many of these limitations by his own enthusiasm and preparation. If students understand what and why they are viewing, if the teacher provides ample opportunity for discussion and interaction following the telecast, if the telecast is relevant to the work going on in the classroom, and if the classroom teacher communicates class reaction to the ITV teacher, then these difficulties can be easily overcome. Much depends on the elementary teacher and how well he performs his role.

HOW CAN THE ELEMENTARY TEACHER ENHANCE ITV?

The following guidelines can help the classroom teacher get maximum results from ITV lessons:

1. Prepare the students for viewing. Make sure room conditions are appropriate for viewing, and see to the removal of any possible distractions.
2. Form listening teams to foster critical observation and analysis. Make listening assignments in advance by groups: "This group listen for points of agreement; this group listen for points of disagreement; that group listen for things not clear; the other group listen for things omitted in the telecast that should have been included." (Each group then meets to compare notes and report to total class.)
3. List things to look for in the telecast:
   a. List on the blackboard questions to look and listen for. Check your teacher's guidebook for points and suggestions.
   b. Ask the class to meet in buzz groups before the telecast to raise questions, then follow up by checking to see how many of these questions were answered.



program to be discussed in class, it may be better to assign viewing in advance to four or five students with each reporting to the class on different areas covered by the television program.

As an aid to using commercial television programing, the Television Information Office has established the Teacher's Guides to Television, Inc. (745 Fifth Avenue, New York, N.Y. 10022), which offers teaching-aid packets for 12 major cultural and information programs along with advanced information on other network programs of interest to children of elementary school age.

SUMMARY

The dual function of the teacher in our society is not only to pass on the wealth of knowledge and human values that are part and parcel of our culture but also to relate these things to the daily life of his pupils. The little world of the classroom must always seek to be more than a world of words and abstractions. It must help learners relate knowledge meaningfully to the outside world, and television is an excellent means for relating the schoolroom to life.

School television can help the teacher to do what Herbert Spencer insisted many years ago that we do in our schools: relate our courses "to the business of life." "What knowledge is of most worth?" asked Spencer. His answer, a commentary on the curriculum of the British schools of his own day, was, "The vital knowledge — that by which we have grown as a nation — is a knowledge that has got itself taught in nooks and corners; while the ordained agencies for teaching have been mumbling little else but dead formulas. . . . That which our school courses leave almost entirely out," he complained, "we find to be that which most nearly concerns the business of life." And so it is also in our day. Perhaps television can help us bring a new sense of meaning and relationship to the knowledge we acquire.

BIBLIOGRAPHY

Association for Childhood Education International. *Children and TV: Television's Impact on the Child.* Washington, D.C.: the Association, 1967. 64 pp.

Campion, Lee E., and Lanagan, Yvonne, editors. *And TV, Too!* Washington, D.C.: NEA Department of Classroom Teachers and Department of Audiovisual Instruction, National Education Association, 1961. 64 pp.

Diamond, Robert M., editor. *A Guide to Instructional Television.* New York: McGraw-Hill Book Co., 1964. 304 pp.

Smith, Mary Howard, editor. *Using Television in the Classroom.* New York: McGraw-Hill Book Co., 1961. 118 pp.

Permission to reproduce this copyrighted work has been granted to the Educational Resources Information Center (ERIC) and to the organization operating under contract with the Office to Education to reproduce documents included in the ERIC system by means of microfiche only, but this right is not conferred to any users of the microfiche received from the ERIC Document Reproduction Service. Further reproduction of any part requires permission of the copyright owner.

Using Instructional TV

Harold E. Wigren
Educational Television Consultant,
National Education Association
Washington, D. C.

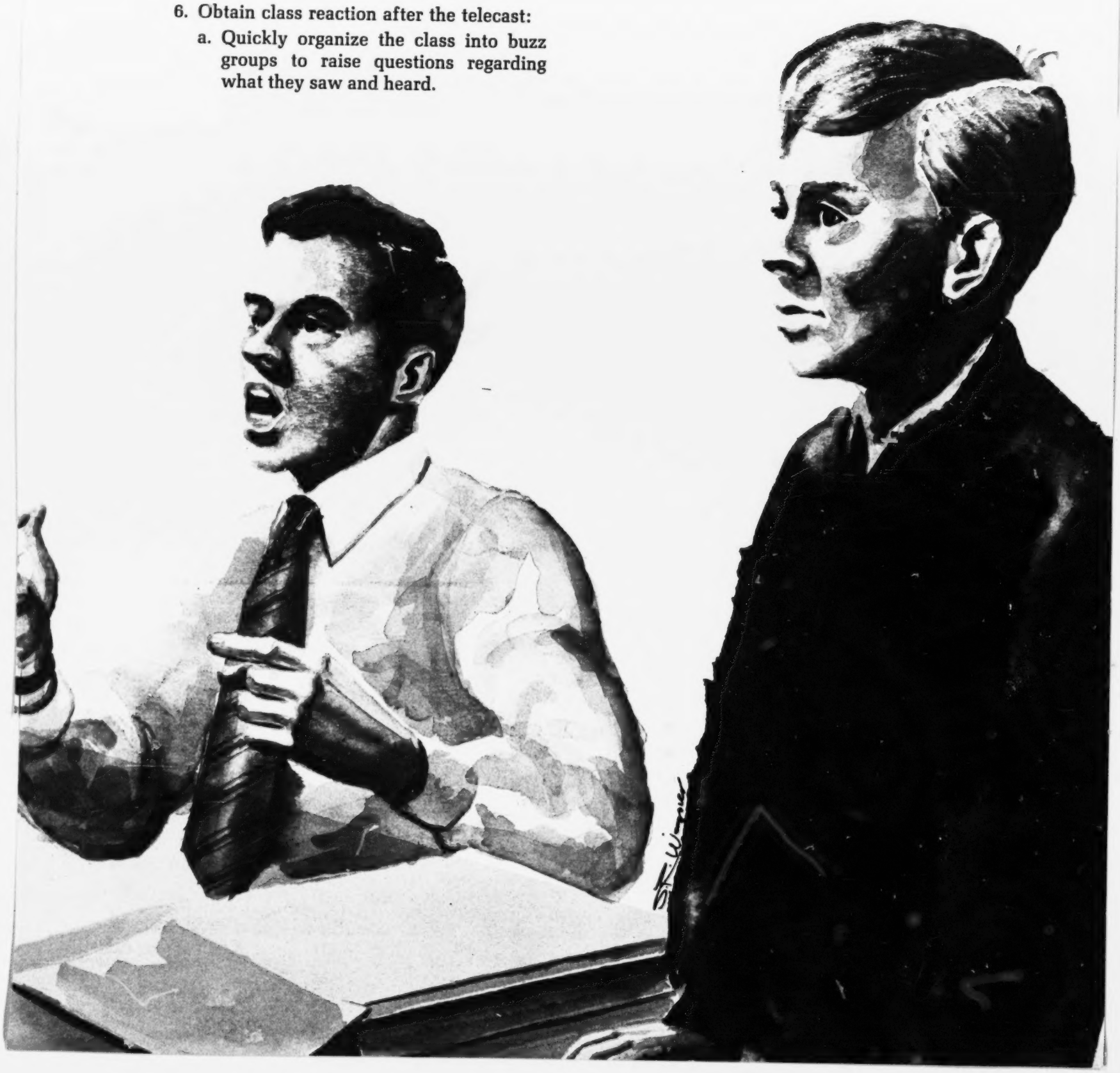
NEA Stock Number: 282-08854

Address communications to:
Department of Elementary-Kindergarten-Nursery Education
National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

4. Use the telecast to bring about attitude change. Devise agree-disagree statements and attitude scales, e.g., semantic differential, to use before and after the telecast to determine attitude change.

5. Relate TV to what you are doing in class. Inquire immediately after the telecast: "What were two or three main points in this telecast? Why do you think we took time to show it? What importance does it have in our present work?"

6. Obtain class reaction after the telecast:
   a. Quickly organize the class into buzz groups to raise questions regarding what they saw and heard.



b. After the telecast, have a panel of student interrogators ask questions of the audience.

7. Help students to identify with the telecast:
   a. "What gave you the strongest feeling about this problem?"
   b. Have students relive the TV situation by taking various roles and evaluating how they felt under certain conditions. ("Put yourself in the other person's shoes.")
8. Evaluate ideas present in the telecast. Ask the class such questions as, "In what order would you rank the most important things the telecast brought out?"
9. Apply techniques to foster critical thinking:
   a. Make comparisons between the alternatives presented.
   b. Ask questions which cause students to think critically; promote inquiry; post problems, alternatives, and varying points of view; and spark curiosity.
10. Help your students to make something out of the telecast. Provide the opportunity for individual and group projects and for the development of special interests.
11. Use TV in combination with other teaching-learning tools, e.g., tape recordings, films, filmstrips, slides, and overhead transparencies.
12. Make an outline of the high points in the telecast or write paragraphs after talking about the telecast.
13. Analyze the telecast and send your evaluation to the TV teacher or program source. Unsolicited honest evaluations are highly regarded and carefully considered by television teachers and their advisory personnel when it comes time to evaluate programs.

HOW CAN "OUTSIDE" TV SUPPLEMENT CLASSROOM LEARNING?

The early evening television programing from local educational and commercial television stations is a valuable resource, particularly when the programing can be properly integrated with classroom activities. Home viewing assignments should be carefully chosen, however, with full awareness of the difficulties that may be encountered. For example, not all students will be able to view the program: a TV set may not be available — someone in the home may want to see a different program — other family activities may be planned — the program may be on too late for the children's viewing. Such conditions as these limit follow-up classroom activities. When not all students can watch the